

Sussex Coast College Hastings

General further education college

Inspection dates		27–31 January 2014
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Requires improvement-3
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Outstanding-1

Summary of key findings for learners

This provider is good because:

- Most students and apprentices achieve their qualifications. The number of students that achieve qualifications has rapidly increased over the last few years and now, in a minority of subject areas, is particularly high.
- College staff encourage and highly motivate students and apprentices with varying prior achievement and starting points to develop good skills, professional attitudes and to acquire knowledge.
- The large majority of teaching, learning and assessment is good or better.
- Staff provide consistently high levels of support and care to all students, particularly those with additional learning needs.
- Teachers have become increasingly adept at integrating English and mathematics into their vocational teaching and most now do so very effectively.
- Outstanding senior leaders and managers have focused relentlessly and successfully on improving the learning experience for all students and apprentices.
- Governors, leaders and managers, through their ambitious vision for the college, have created an aspirational environment where staff share and promote this vision and have high expectations of students and apprentices.
- Students are at the heart of the college, typified by the 'Student First' approach, and understand that their voice has real value and that their opinions have an impact.

This is not yet an outstanding provider because:

- The college needs to increase and sustain further the number of subject areas where students' and apprentices' achievement of qualifications is particularly high.
- The achievement of students on English and mathematics courses at foundation level does not yet match the particularly high attainment of students on English and mathematics intermediate and advanced courses.
- Aspects of teaching, learning and assessment in a small minority of teaching sessions require improvement.

Full report

What does the provider need to do to improve further?

- Sustain the high proportion of students who complete their studies and increase the proportion who pass their examinations through robust and thorough assessment practice.
- Improve students' achievement of qualifications in foundation English and mathematics by disseminating the existing good practice effectively.
- Use the robust arrangements for performance management and the observation of teaching, learning and assessment to reduce the small minority of less than good teaching sessions by focusing on:
 - improving the written feedback on marked work including more detail on why grammar and spelling have been corrected
 - improving questioning in teaching sessions to extend and deepen the learning of all students
 - improving how assessors and trainers involve employers more in coordinating apprentices' on- and off-the-job training
 - further developing individual planning to ensure all students who are at different stages in their learning make even better progress
 - supporting teachers to improve and share good practice across the curriculum.

Inspection judgements

Outcomes for learners	Good
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- Outcomes for learners have dramatically improved over the past two years and are now good. Most students achieve their qualifications; success rates in almost all curriculum areas in 2012/13 have increased and most are higher than, or around, the average nationally for similar colleges. Students are now reaping the rewards in their achievement as a result of effective strategies by leaders and managers. Almost all students stay to the end of their learning programmes and courses.
- Long course success rates at all levels, for adults and students aged 16 to 18, are now above national averages in 2012/13 for similar colleges. Teachers and managers have made great strides in increasing impressively in 2012/13 the number of students who achieve their AS-level qualifications to significantly above national averages for similar colleges. A notable achievement given the criticism at the previous inspection 12 months ago that achievement in too many AS subjects was below the national average. Almost half of students achieved high grades on A-level courses.
- A small minority of subject areas perform less well and further improvement is required. However, where this is the case, leaders and managers at all levels are quick to intervene.
- Success rates in English and mathematics at intermediate and advanced level were particularly high in 2012/13. The achievement of qualifications in foundation English and mathematics has increased remarkably from success rates that were very low to now just below the national average for similar colleges. However, as the college has identified, further improvement is required.
- The large majority of apprentices achieve their qualifications and success rates are well above national rates, a tribute to the strong vocational development in the college. However, further work is required in a few subject areas to improve rates further.
- The college performs very well compared to colleges in areas with similar levels of social and economic deprivation. No noticeable differences in achievement are apparent between students from different social and economic backgrounds, disability or learning difficulties. Senior

managers have identified this year that adult females are achieving less well than males and have intervened swiftly to remedy this difference.

- Learners develop good skills by the end of their learning programmes and courses that will serve them well in employment. They acquire a good knowledge and understanding of their subjects. Students develop, through careful mentoring, an appreciation of having a professional attitude. Students note they have changed, for example, their casual approach to punctuality and now turn up to workshops and classes on time. However, in a few subject areas, attendance requires improvement.
- Motor vehicle and construction teachers, in purpose-built specialist accommodation, plan and implement thriving workshops in which students work enthusiastically to develop invaluable practical and thinking skills. This includes fault finding, repairing engines, replacing cambelts and constructing brick structures. Construction students are also collaboratively building an ambitious eco-house in one of the college workshop areas. Students gain confidence in their abilities to master the use of tools and make products.
- Progression to higher education, employment and to further studies at the college is good overall. Managers have improved the collection and analysis of information on the progression of students after they leave the college.

The quality of teaching, learning and assessment

Good

- The quality of teaching, learning and assessment is good and reflects the continuing increase in the number of students achieving their qualifications across almost all curriculum areas in 2012/13. Teachers, assessors and staff have very high expectations of students and apprentices and this commitment to their success creates an environment which is highly conducive to learning. Of the large majority of teaching, learning and assessment that is good or better, most is good with a small minority of outstanding. One curriculum area is outstanding overall for its teaching, learning and assessment, higher than the college's evaluation for 2012/13.
- Students benefit from a wide array of additional support arrangements which are well planned to support all levels of learning. They speak very positively about the value of the revision sessions, additional workshops and targeted interventions to help them to reach their potential. Support for students with specific additional learning needs is outstanding; for example, in foundation-level lessons in business administration and health and social care, teachers skilfully and sensitively include students with quite profound learning difficulties in classes.
- Teachers plan lessons that interest and motivate students. They use a variety of well-considered activities that ensure that all students stay focused and that the large majority rapidly gain relevant subject skills and knowledge. For example, in information and communication technology lessons, teachers plan paired and group work particularly effectively to allow students to benefit from each other's ideas and to learn from their mistakes. In mathematics, students use mini whiteboards well to enable them to demonstrate their understanding.
- Teachers track the progress of students rigorously. Students benefit from regular one-to-one sessions with their teachers that focus on the setting of precise targets that enable them to make immediate and rapid progress. Teachers encourage students to participate fully in this process by ensuring that they set their own personal targets and that these are relevant. The overwhelming majority of students know what they need to do to improve.
- Teachers set and mark students' work regularly and the written feedback for the majority shows students how they can develop their work and make further progress. Teachers provide good verbal feedback to students in class, which improves their confidence and raises their aspirations. In a small minority of classes, the feedback given is insufficiently detailed or precise.
- Teachers use questioning widely and effectively for developing and checking students' recollection of their learning. Individual students benefit from probing and challenging questions which allow them to consolidate their thoughts and deepen their evaluative skills. However, too

often questioning is not specific or targeted enough to enhance or check learning for all students.

- Students develop good vocational skills in exceptionally well-equipped work spaces, giving them access to facilities similar to those that they will meet in the work place. For example, hospitality and catering students prepare food in the college restaurant and gain valuable experience serving members of the general public in a wide range of commercial settings. Teachers use their own industrial experience and enthusiasm very effectively to enhance the students' learning. Students go on work experience to support their vocational studies and have many opportunities to apply their knowledge and skills.
- Teachers recognise the importance of integrating English and mathematics within vocational contexts and most do so very well. Students benefit from contextualised examples that allow them to see very clearly the relevance of improving their English and mathematics within their chosen fields of study and to relate them to the workplace; for example, calculating the number of staff required to supervise a group of children. However, there is still some teaching that requires improvement where teachers do not correct spelling, punctuation and grammar in enough detail.
- Students receive good information, advice and guidance. Their initial guidance ensures that they are on appropriate programmes of study that include, where appropriate, English and mathematics in addition to their main studies. Where students already have high GCSE passes in these subjects, they benefit from valuable project work that allows them to gain further relevant skills. A clear focus by teachers on learners' progression from their initial contact with the college enables students to plan their next steps with confidence.
- During lessons, teachers ensure that students understand the importance of treating each other with respect and value the diversity of the college community. The majority of teachers are becoming increasingly skilled and confident at creating suitable learning opportunities to embed equality and diversity in their lessons. For example, students are encouraged to consider cultural diversity when working with young children to develop healthy eating habits. However, in a small number of lessons, teachers fail to challenge some common stereotypes or develop discussion on equality and diversity.

Science, Psychology

16-19 study programmes

19+ Learning programmes

Good

- Teaching, learning and assessment are good which reflects the high and improving success rates for AS- and A-level science provision. Progression to higher education is good. For a few students taking GCSE science, the number of high grades is too low.
- In most lessons enthusiastic teachers motivate the students by using well-considered, directed and probing questions to check learning and understanding, while building on previous knowledge. They encourage students to think analytically and work independently. In psychology, teachers developed the students' research skills by requiring students to investigate studies on dysfunctional behaviour in preparation for the lesson. In the lesson they then evaluated the ethical issues surrounding the studies. In a biology lesson, students devised questions about a picture of red and purple tomatoes and then researched an answer to one of their questions. This linked their work on DNA to current issues surrounding genetic modification.
- Teachers use a wide range of highly effective learning and assessment methods. Psychology students enjoy the skilfully facilitated role play as it brings concepts alive. Experiments in chemistry effectively reinforce theoretical learning about transition metal ions. Students use laptops and mobile phones well to carry out research in class.

- In a small minority of lessons, however, teachers do not stipulate in enough detail how students' individual needs will be met and too often set the same tasks to all students, or ask generic questions without taking into account prior learning or differing levels of ability.
- Teachers have high expectations which result in students having high aspirations. Teachers encourage the students to do their best by providing excellent support both in and out of the lessons. Students benefit from the weekly specialist workshops which are available, not just for underperforming students but also for those requiring more challenge. There is, however, insufficient enhancement of the curriculum through trips or input by experts.
- Students' progress in lessons is good. Teachers facilitate this by assessing regularly and carrying out one-to-one progress reviews for each subject every half term. The tracking and monitoring of students' performance are excellent. Teachers are able to identify very quickly any student who is underperforming. Teachers set homework regularly and return it promptly with helpful and constructive feedback, as well as targets to tackle areas for development. In the best lessons, students score their confidence level with the topic covered both before and at the end of the session, which helps teachers to assess the impact of teaching on learning.
- Students appreciate the effective advice and guidance given both prior to enrolment and during the course. The college's 'Right Choice' process ensures that students are on the correct course and that they have realistic expectations of their programme of study.
- The development of English to support the students' success is good. Teachers identify and correct spelling and grammatical errors in students' work. There is good emphasis on the accurate use and meaning of terminology.
- Teachers effectively promote equality and diversity. A useful discussion, for example, took place on the ethnocentrism of some psychological studies, and in biology the students investigated the role of women scientists in the discovery of the DNA structure.

<p>Hairdressing and beauty</p> <p>16-19 study programmes</p> <p>19+ Learning programmes</p> <p>Apprenticeships</p>	<p>Good</p>
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- The quality of teaching, learning and assessment is good which is better than the success rates would suggest. Although the success rate for all hairdressing and beauty provision declined marginally in 2012/13, and halted a trend of improvement, managers have taken rapid action and progress for students this year towards their qualifications is good. Progression to higher level courses is good.
- Highly-motivated and well-qualified teachers support students to develop good skills. For example, students on advanced hairdressing courses demonstrate the professional skills they have gained from practical teaching when cutting and styling long hair. Beauty students at foundation level work confidently when completing manicures and facial treatments.
- Teachers plan good lessons and use a variety of challenging learning strategies to promote learning. For example, in a beauty therapy anatomy class, students imaginatively made a memorable working model of the respiratory system using everyday household objects. Students, directed well by teachers, use technology effectively in lessons. Mobile phones and laptop computers are often utilised, for example to research a hair and beauty technical aspect or question on the internet. Teachers promote and reinforce industry and employer standards and constantly challenge students using a variety of strategies to check whether they understand these expectations.
- In a minority of practical lessons students are not questioned effectively and a few students find tasks too easy. For a few apprentices, trainers and employers do not plan learning sufficiently to enable effective coordination of training given in the workplace with that in the college.

- Students benefit from outstanding hairdressing and beauty salons. They have the latest equipment that matches current industry standards. Students participate in planned work experience which helps them develop a good insight into the professional demands of employers. Enrichment activities are good and further enhance students’ knowledge of the industry. For example, students attend trade exhibitions, competitions and demonstrations and take part in additional industry-related training courses.
- Teachers support students well following good initial assessment. Specialist support teachers work well with students one to one, and those students that require it have effective additional support in their vocational classes. Teachers praise and motivate students particularly effectively knowing, for example, when they have achieved something new or different.
- Tutors are effective at supporting students in one-to-one tutorials. Target setting, for example, focuses on progress, attendance and punctuality. Students trust their tutors and are able to discuss any concerns they have about their vocational and personal development.
- Students gain effective skills in mathematics classes and understand how these skills and concepts relate to their main vocational studies. They enjoy and actively participate in these lessons. However, a small minority of hairdressing and beauty teachers insufficiently promote English and mathematics in vocational lessons.
- Teachers assess students’ progress towards their qualifications well. They ensure students fully understand the assessment criteria. Feedback is both constructive and developmental so that students know what they need to do to improve. Teachers pay due attention to the correction of spelling and grammar when marking written work. However, occasionally, teachers do not ensure that students complete tasks and assignments on time.
- Teachers give good advice and guidance to students who apply for courses. They ensure students are on the right course.
- In better lessons, teachers promote equality and diversity well to students. However in a minority of lessons teachers insufficiently identify and explore equality topics when they naturally occur during hair and beauty activities.

<p>Visual arts</p> <p>16-19 study programmes</p> <p>19+ Learning programmes</p> <p>Community learning</p>	<p>Outstanding</p>
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- Teaching, learning and assessment are outstanding, reflecting the particularly high success rates in 2012/13 and sustained improvement over the previous few years. Attendance, punctuality and behaviour are exemplary. The majority of students successfully progress to higher education.
- Students, as a result of skilful teaching, rapidly develop the craft of making products. They acquire a comprehensive set of creative skills and understanding that includes cultural awareness, resulting in innovative and exciting practical work. The teaching of drawing is particularly effective and enables students to develop ideas and produce work that is expansive and bold. Students’ work in portfolios is mature and builds on their creative aspirations and research ability. Teachers initiate collaborative projects with higher education colleagues which students find inspiring.
- The use of sketch books and log books by students is outstanding. Students record their thoughts and ideas purposefully after successfully investigating and translating designs and themes in written and visual forms. Students’ written skills are good and show advanced analytical and critical skills.
- Visiting speakers, visits to galleries, museums and exhibitions provide students with an excellent chance to study other cultures. They also experience overseas travel and exhibit work in the

many privately-owned galleries in the local community. Students on vocational courses take good advantage of planned work experience and volunteering roles.

- Teachers have particularly high expectations of all students and challenge them to improve their knowledge and understanding outside lessons. Teachers inspire and engage students with skilful demonstrations and produce creative and imaginative learning resources. In practical sessions teachers promote safe working practices and students respond well and work safely in the studios.
- Teachers are very well qualified and most are practitioners. Good use is made of exhibition space throughout the college, where examples of students’ and teachers’ work are evident. Teachers have use of improved information and learning technology, although its introduction in lessons is recent and teachers and students are yet to make sufficiently innovative or imaginative use of it.
- Teachers regularly, and critically, review students’ work. Homework is set on a regular basis and underpins students’ skills and knowledge effectively. Teachers and staff accurately identify students’ additional support needs and provide good support.
- Teaching of functional skills has improved. Students develop good English and mathematical skills throughout their study programme. In lessons students apply functional skills within the curriculum through measuring for pattern making, garment cutting, perspective theory and understanding the complexities of digital photography. They also learn the appropriate language to describe their work.
- Pre-course advice and guidance are strong. The initial interview process is rigorous and informs planning for individual learning. Specialist college staff advise students knowledgeably throughout the year on matters including what they will have to do to progress to higher education. Students speak positively about the additional informal guidance they receive.
- The promotion of equality and diversity is outstanding and teachers use well-thought-out projects to develop students’ understanding. Students are encouraged to explore cultural similarities and differences. Teachers integrate equality and diversity seamlessly into the curriculum, which is clearly evident in students’ work and in lesson planning. Students say they feel safe and demonstrate a mutual respect for their peers and teachers.

<p>Foundation English</p> <p>16-19 study programmes</p> <p>19+ Learning programmes</p> <p>Apprenticeships</p>	<p>Good</p>
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- Teaching, learning and assessment are good which reflects the strongly improving success rates over the past few years. The college acknowledges that the achievement of qualifications at foundation level needs to improve further. Attendance in vocational lessons is good, but lower in specialist English lessons.
- Teachers have high expectations for students to achieve their full potential. Teachers actively promote the benefits of good English skills to students. They support them well in their aspirations towards further study. They work through very well prepared learning materials that reflect the sectors in which students are aiming to work. For example, in a childcare lesson, teachers expertly initiated discussions on the feelings provoked by active discrimination.
- Students are positive about their English lessons and can talk about the improvements they have secured in their work as a result. They recognise the need for good English skills to reach their future goals in work or further study.
- Students benefit from a wide range of creatively planned activities to develop vocabulary, spelling, punctuation and grammar, speaking and listening, reading and writing, as well as wider skills such as analysis, problem solving, negotiation, inference and spoken language

terminology. In one lesson, the teacher identified how Alan Turing and Albert Einstein might have approached problem solving and deduction in mathematics and science to teach students inference and meaning in text, including key aspects of plot, character, emotion and conclusion.

- Good and better lessons include careful questioning by teachers that encourages students to infer conclusions, reflect and present viewpoints respectfully. Lively and productive discussions among students allow them to share ideas and develop good speaking and listening skills and actively take notes. Teachers check students’ progress thoroughly during lessons, particularly for new vocabulary and spelling.
- In most lessons teachers make imaginative use of technology. Teachers directed students, for example, to listen to a recording of survivors from a known disaster and analyse the characteristics and meaning within a conversation. Classrooms contain good technology which teachers mostly use well; but, in a few lessons, its use is limited to presentation slides with aims, objectives and guidance on activities.
- In the small minority of less effective lessons, learning activities do not have enough detail or content to engage students fully. Students are not encouraged to contribute actively to lessons and teachers ask questions to the whole group, with only a few confident students answering. The pace in these lessons is sometimes too slow for many students who could progress more quickly.
- Teachers thoroughly assess and accurately place students onto the right course to match their level of English. Teachers use information from diagnostic tests comprehensively to plan how to bridge gaps in English skills within a group. Information gathered to show students’ prior attainment, their starting points and aims is good. In most lessons, teachers check each student’s progress. Teachers provide good verbal feedback to students on how to improve their work. However, teachers do not always correct the quality of students’ written work sufficiently to improve spelling and punctuation and very few students are aware of their targets for English, which teachers do not list on their individual progress reports.
- Teachers confidently plan and exploit naturally-occurring examples in lessons to promote equality and support diversity. For example, teachers facilitated very good discussions about gender stereotyping in the motor vehicle industry. In a childcare lesson, students talked professionally about the effects of organ donation on families.

<p>Foundation Mathematics</p> <p>16-19 study programmes</p> <p>19+ Learning programmes</p> <p>Apprenticeships</p>	<p>Requires improvement</p>
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- The quality of teaching, learning and assessment in foundation mathematics requires improvement and broadly reflects the achievement of qualifications for students which, although much improved, are still around the national averages for functional skills mathematics. However, a particularly high proportion of students achieve high grade passes in GCSE mathematics.
- Teachers help students effectively to achieve, and encourage them to participate in lessons. Students are attentive and, in the majority of lessons, engage positively in the tasks they are given. Support is good, advocates and classroom assistants effectively help students to complete activities.
- Teachers plan and deliver learning and assessment effectively in the better lessons. In these lessons, they reinforce students’ knowledge of mathematics and enable students to practise calculations. They make good use of starter activities to engage quickly students and recapitulate previous learning, using, for example, a ‘brain gymnastics’ activity for practising multiplication. They use a range of resources that reinforce learning, for example a video demonstrating on how to add and subtract fractions using a mnemonic.

- Teachers in mathematics lessons make good links between the mathematics topic, real life and examination skills, but less so with the vocational area the students are studying. However, teachers in the students' main vocational area of study do embed mathematics well; for example, in a health and social care lesson, students measured weight and discussed the limitations of the Body Mass Index as a basis for health care plans.
- In a small minority of less successful lessons, teachers do not plan the main part of the lesson sufficiently to develop learning further or to meet individual students' needs. In these lessons, students of different ability levels all do the same worksheets. Teachers insufficiently extend students' knowledge as activities often go on too long, which results in students wanting to progress at a quicker pace not being able to do so.
- In the majority of lessons students are not being encouraged sufficiently to organise their learning, for example students do not keep their own files of learning nor routinely complete homework. However, in GCSE lessons, many students take the initiative to develop their own learning through peer support, asking questions, clarifying points or making broader links. They have a thorough set of notes, revision resources and regularly complete homework.
- Staff initially assess students effectively to ascertain their level of learning for foundation mathematics. However, although improving, the resulting recorded information is inconsistent and not used sufficiently to plan learning.
- In the best lessons, teachers use questioning techniques well to check individual learning. Verbal feedback is positive and encourages students to revisit their work. However, in the majority of specialist lessons, teachers insufficiently check all students' learning. There is limited use of written feedback to help learners know what they need to do to improve. Teachers keep a record of the practice assessments, but they do not keep sufficient details of individual progress within lessons or set targets for development.
- Students demonstrate appropriate knowledge of mathematical concepts and processes, such as perimeter, area and ratios. However, some students make errors in their work because they do not know their multiplication tables and teachers do not always guide students with strategies to remedy this. Teachers do emphasise the meaning and correct spelling of mathematical terms.
- Lessons are inclusive and respect is emphasised. In a few lessons, teachers make appropriate links between diversity and mathematics, for example in a lesson on ratio the teacher referred to the impact on society if birth rate restrictions lead to a gender imbalance.

The effectiveness of leadership and management

Outstanding

- Senior leaders and managers have, in a short time, been the architects of exceptional change, resulting in a sustained improvement in quality and a high number of students achieving qualifications and good skills at the college. Leaders have been relentless in establishing a vision and direction that governors, staff, students and partners eagerly share. Students are clearly at the centre of all the college's work. Curriculum managers welcome the devolved responsibilities and accountability for improvements in their curriculum areas.
- Governors are well informed about quality at the college and experienced in further education matters. They now provide robust challenge, questioning and support, holding senior managers to account. They take an active interest in checking that the students succeed and in improving the quality of teaching, learning and assessment.
- The revised performance management arrangements are excellent and highly effective in monitoring all faculty and service departments' performance. The college's lesson observation process is rigorous and observers monitor adeptly the quality of teaching, learning and assessment, both for college and subcontractor staff. Teachers value very highly the feedback and support provided through the excellent range of mentoring and support. As a result, teaching, learning and assessment are continuing to improve.
- College staff and partners take advantage of the wide range of training, particularly during the well-coordinated staff development week. Training events throughout the year link clearly to

areas identified as requiring improvement, particularly to raise standards in teaching, learning and assessment. Every training event is thoroughly evaluated, which informs managers of its impact and likely effectiveness.

- The self-assessment process is particularly rigorous. The curriculum areas, service departments and partners' self-evaluations contribute critically to the whole-college self-assessment report. The college's quality improvement plan links clearly to the self-assessment report. Arrangements to monitor all aspects of the curriculum areas, service departments and subcontractors through the college's quality assurance procedures such as the 'Principal's Performance Review' and the Curriculum, Quality and Standards Committee of the governing body are highly effective.
- The college rightly prides itself on its 'Students First' approach, which is outstanding in successfully gaining a wealth of views from its students. Student course representatives and student council members use an excellent range of activities to communicate and seek the views of their peers. For example, there are walk and talk activities by student council members to seek the views of students, often in tandem with governors and the use of blogs and video conferencing ensure all students have a voice. The impact of these initiatives is demonstrable in the large increase in participation and interest in student issues and votes cast by the student body for council representatives.
- Senior managers plan the curriculum astutely to ensure it meets the needs of people in the local community. Good and productive links with local organisations, employers and schools benefit the college and students enormously. Excellent subcontracted arrangements with training providers ensure that young people and adults have easy access to training where otherwise they would not. The college has widened its curriculum offer and is successfully attracting students from a wide demographic and communities outside Hastings. The three main college sites provide welcoming and attractive places for students to learn and the resources for practical vocational courses are excellent.
- The ethos engendered by all staff ensures the promotion of equality and support for diversity permeate the college. For example, a good range of regular training events raises awareness and knowledge; an equality and diversity committee meets regularly; and data are thoroughly analysed and used well to tackle any differences occurring in enrolment and performance of different groups of students. Teachers are becoming more confident in planning and using naturally-occurring topics to promote and expand the equality and diversity understanding of students. The behaviour and attitudes of students are exemplary and respectful around the college.
- Leaders and managers at all levels have high expectations of every student. Excellent arrangements ensure that the high number of students with learning difficulties and/or disabilities enrolled within mainstream courses have every opportunity to reach their goals. Appropriate aids and adaptations to equipment and access to training sites ensure students are not restricted in their communication or access to learning.
- As well as ensuring that the college meets statutory requirements for safeguarding its students and apprentices, the college systematically carries out risk assessments of learning activities, trips out of the college and work placements. Staff and governors attend regular and planned training in safeguarding. Staff also work with a wide range of external agencies

Record of Main Findings (RMF)

Sussex Coast College Hastings

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	14-16 part-time provision	14-16 full-time provision	16-19 study programmes	Traineeships	19+ Learning programmes	Apprenticeships	Employability	Community learning
Overall effectiveness	2	-	-	2	-	2	2	2	2
Outcomes for learners	2	-	-	2	-	2	2	2	2
The quality of teaching, learning and assessment	2	-	-	2	-	2	2	2	2
The effectiveness of leadership and management	1	-	-	1	-	1	1	1	1

Subject areas graded for the quality of teaching, learning and assessment	Grade
Science	2
Psychology	2
Hairdressing and beauty therapy	2
Visual arts	1
Foundation English	2
Foundation mathematics	3

Provider details

Type of provider	General further education college							
Age range of learners	14+							
Approximate number of all learners over the previous full contract year	Full-time: 2,179							
	Part-time: 5,753							
Principal/CEO	Mr Clive Cooke							
Date of previous inspection	January 2013							
Website address	www.sussexcoast.ac.uk/							
Provider information at the time of the inspection								
Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Full-time	368	58	461	195	744	240	46	19
Part-time	319	1,341	239	581	116	346	-	101
Number of traineeships	16-19		19+		Total			
	-		-		-			
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	246	78	123	63	-	-		
Number of learners aged 14-16								
Full-time	N/A							
Part-time	115							
Number of community learners	1,537							
Number of employability learners	946							
Funding received from	Education Funding Agency and Skills Funding Agency							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ■ Albion in the Community ■ Essential Sports Training ■ Crossland & Dudson ■ All Dimension ■ Synergy ■ Tempus Training Ltd ■ Millennium ■ DV8 ■ Working Rite 							

Contextual information

The college buildings are new and situated in and around Hastings. The main campus is ideally located for public transport in the town centre. The others at Ore Valley and the motor vehicle centre in Bexhill provide state of the art accommodation for vocational learning such as construction and engineering. The commercial energy centre in Hastings specialises in the latest energy industry technologies. In addition, the college works with a number of employers, subcontractors and provides community learning in a range of settings.

Hastings is characterised as an area of deprivation that puts it at the lower end of low socio-economic scale. Pupils' average attainment is poor at Key Stage 4. Hastings residents hold fewer intermediate qualifications compared to the average nationally, and a higher proportion than the national average has no qualifications. Unemployment is also higher than nationally. The college attracts students from Hastings and surrounding areas. The very large majority declare their ethnicity as White British.

Information about this inspection

Lead inspector

Steven Stanley HMI

Three of Her Majesty's Inspectors (HMI) and six additional inspectors, assisted by the Deputy Principal Curriculum and Quality as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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